

The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

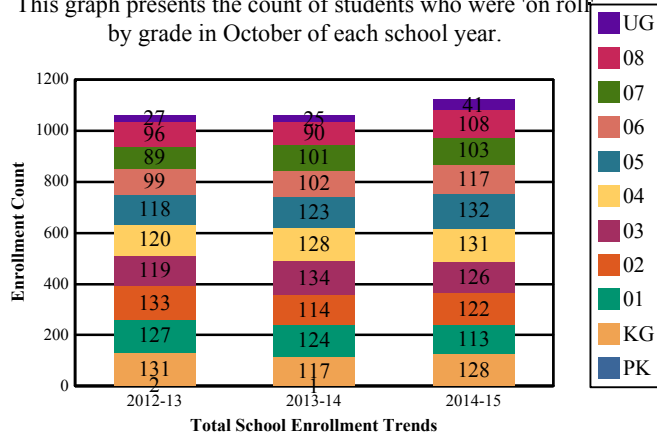
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17-2390-240
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201 NORTH ST
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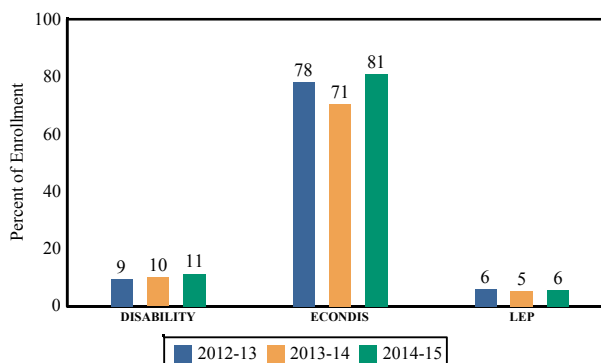
Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



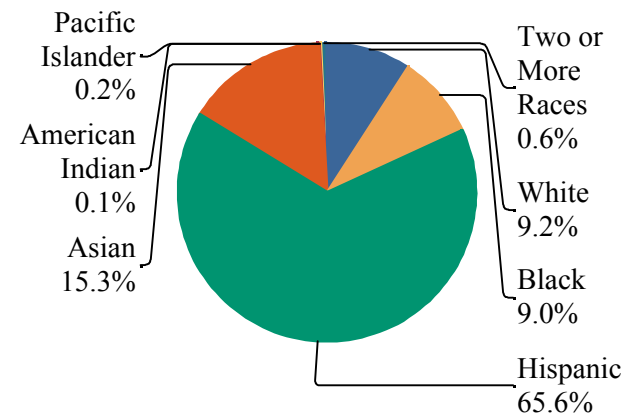
Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.



Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



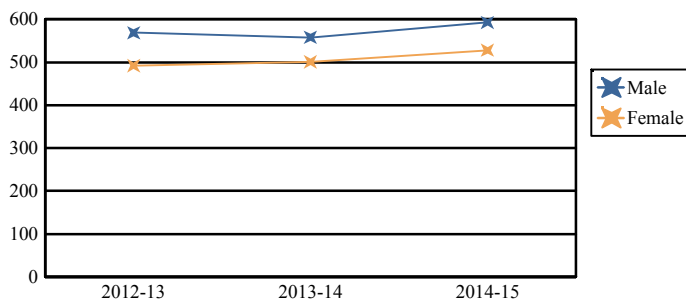
Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment

2012-13	1,061
2013-14	1,059
2014-15	1,121

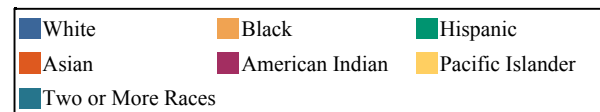
Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.



Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	126	11%
Economically Disadvantaged Students	907	80.9%
English Language Learners	64	5.7%



Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	45.5%
Spanish	38.4%
Gujarati	6.6%
Arabic	1.6%
Hindi	1.2%
Tagalog	1.1%
Other	5.6%

	Male	Female
2012-13	569	492
2013-14	558	501
2014-15	593	528

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L) and Math as demonstrated in the 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments. The below chart consist of three columns. The first column - Schoolwide Performance - includes the percentage of students in ELA/L and Math who met or exceeded grade level expectations. The middle column - Peer School Percentile - indicates how the school's outcomes compared to its peers. The last column - Statewide Percentile - indicates how the school's outcomes compared to schools across the state.

Academic Achievement Indicators	Schoolwide Performance	Peer Percentile	State Percentile
English Language Arts/Literacy Met or Exceeded Expectation	41%	78	38
Math Met or Exceeded Expectation	36%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	687	41.4%	95%	96.6%	YES
White	63	42.9%	95%	96.9%	YES
African American	70	48.6%	95%	95.9%	YES
Hispanic	453	36.7%	95%	96.4%	YES
American Indian	-	-	--	--	--
Asian	98	57.1%	95%	98%	YES
Two or More Races	-	-	--	--	--
Students with Disability	87	12.6%	95%	95.7%	YES
English Language Learners	-	-	--	--	--
Economically Disadvantaged Students	545	36.9%	95%	96.9%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	687	35.8%	95%	96.7%	YES
White	63	39.7%	95%	96.9%	YES
African American	69	37.7%	95%	94.7%	YES
Hispanic	454	30.8%	95%	96.6%	YES
American Indian	-	-	--	--	--
Asian	98	54.1%	95%	98.2%	YES
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	40	10%	95%	96.6%	YES
Economically Disadvantaged Students	544	31.7%	95%	96.8%	YES

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	742	744	15%	22%	24%	31%	9%	40%	44%
White	15	755	753	0%	27%	20%	47%	7%	53%	55%
African American	14	738	725	29%	7%	14%	43%	7%	50%	26%
Hispanic	77	734	727	18%	26%	23%	27%	5%	32%	26%
American Indian	-	-	738	-	-	-	-	-	-	40%
Asian	17	767	769	0%	12%	41%	18%	29%	47%	70%
Two or More Races	-	-	751	-	-	-	-	-	-	53%
Students with Disability	-	-	718	-	-	-	-	-	-	24%
English Language Learners	-	-	709	-	-	-	-	-	-	11%
Economically Disadvantaged Students	93	735	724	16%	25%	26%	29%	4%	33%	24%

PARCC ELA Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	118	753	751	7%	12%	26%	38%	17%	55%	52%
White	-	-	758	-	-	-	-	-	-	63%
African American	-	-	733	-	-	-	-	-	-	30%
Hispanic	75	748	737	7%	13%	29%	41%	9%	51%	35%
American Indian	-	-	746	-	-	-	-	-	-	52%
Asian	25	773	773	4%	4%	16%	36%	40%	76%	78%
Two or More Races	-	-	760	-	-	-	-	-	-	62%
Students with Disability	15	710	725	40%	27%	13%	20%	0%	20%	25%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	90	750	734	6%	16%	31%	32%	16%	48%	31%

PARCC ELA Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	743	751	8%	15%	40%	32%	5%	37%	53%
White	-	-	757	-	-	-	-	-	-	62%
African American	11	752	734	0%	0%	45%	55%	0%	55%	31%
Hispanic	82	736	737	9%	21%	46%	23%	1%	24%	35%
American Indian	-	-	746	-	-	-	-	-	-	45%
Asian	28	766	771	0%	0%	32%	50%	18%	68%	77%
Two or More Races	-	-	758	-	-	-	-	-	-	61%
Students with Disability	17	712	723	35%	29%	24%	12%	0%	12%	21%
English Language Learners	-	-	717	-	-	-	-	-	-	15%
Economically Disadvantaged Students	102	739	734	9%	18%	42%	29%	2%	31%	31%

PARCC ELA Performance Distribution - Grade - 06

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	739	749	9%	17%	41%	30%	4%	33%	50%
White	-	-	755	-	-	-	-	-	-	59%
African American	11	739	732	9%	18%	36%	36%	0%	36%	29%
Hispanic	80	738	736	11%	15%	40%	29%	5%	34%	34%
American Indian	-	-	743	-	-	-	-	-	-	39%
Asian	14	745	770	0%	21%	50%	29%	0%	29%	77%
Two or More Races	-	-	753	-	-	-	-	-	-	57%
Students with Disability	-	-	718	-	-	-	-	-	-	17%
English Language Learners	-	-	711	-	-	-	-	-	-	11%
Economically Disadvantaged Students	97	738	733	9%	15%	43%	29%	3%	32%	30%

PARCC ELA Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	740	750	6%	25%	32%	34%	3%	37%	53%
White	18	742	757	6%	22%	33%	39%	0%	39%	61%
African American	-	-	730	-	-	-	-	-	-	31%
Hispanic	59	740	736	5%	27%	32%	31%	5%	36%	36%
American Indian	-	-	746	-	-	-	-	-	-	49%
Asian	-	-	777	-	-	-	-	-	-	80%
Two or More Races	-	-	756	-	-	-	-	-	-	58%
Students with Disability	-	-	713	-	-	-	-	-	-	18%
English Language Learners	-	-	703	-	-	-	-	-	-	11%
Economically Disadvantaged Students	75	739	733	4%	28%	35%	31%	3%	33%	33%

PARCC ELA Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	109	743	750	9%	20%	25%	40%	6%	46%	53%
White	-	-	757	-	-	-	-	-	-	61%
African American	16	756	730	0%	6%	44%	44%	6%	50%	31%
Hispanic	80	740	735	11%	23%	23%	40%	4%	44%	37%
American Indian	-	-	741	-	-	-	-	-	-	49%
Asian	-	-	778	-	-	-	-	-	-	80%
Two or More Races	-	-	753	-	-	-	-	-	-	55%
Students with Disability	-	-	713	-	-	-	-	-	-	16%
English Language Learners	-	-	701	-	-	-	-	-	-	9%
Economically Disadvantaged Students	88	742	732	10%	19%	26%	38%	7%	44%	34%

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PARCC MATH - Performance Distribution - Grade - 03

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	125	744	746	10%	16%	30%	35%	8%	43%	46%
White	15	752	752	13%	0%	20%	67%	0%	67%	56%
African American	14	729	728	21%	29%	14%	36%	0%	36%	25%
Hispanic	78	737	733	10%	21%	35%	31%	4%	35%	28%
American Indian	-	-	742	-	-	-	-	-	-	41%
Asian	17	774	772	0%	0%	35%	24%	41%	65%	77%
Two or More Races	-	-	751	-	-	-	-	-	-	54%
Students with Disability	-	-	727	-	-	-	-	-	-	27%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	93	739	730	9%	20%	34%	33%	3%	37%	26%

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PARCC MATH - Performance Distribution - Grade - 04

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	117	746	744	4%	25%	28%	36%	7%	43%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	-	-	727	-	-	-	-	-	-	20%
Hispanic	75	739	732	7%	27%	32%	29%	5%	35%	26%
American Indian	-	-	740	-	-	-	-	-	-	40%
Asian	25	766	769	0%	12%	20%	52%	16%	68%	75%
Two or More Races	-	-	750	-	-	-	-	-	-	52%
Students with Disability	-	-	724	-	-	-	-	-	-	21%
English Language Learners	-	-	722	-	-	-	-	-	-	15%
Economically Disadvantaged Students	89	742	730	4%	26%	30%	34%	6%	39%	23%

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PARCC MATH - Performance Distribution - Grade - 05

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	130	738	744	8%	23%	40%	26%	3%	29%	42%
White	-	-	749	-	-	-	-	-	-	49%
African American	11	732	728	18%	18%	36%	27%	0%	27%	21%
Hispanic	82	733	733	7%	26%	48%	18%	1%	20%	26%
American Indian	-	-	745	-	-	-	-	-	-	46%
Asian	28	757	768	0%	11%	32%	46%	11%	57%	74%
Two or More Races	-	-	749	-	-	-	-	-	-	50%
Students with Disability	-	-	724	-	-	-	-	-	-	19%
English Language Learners	-	-	724	-	-	-	-	-	-	17%
Economically Disadvantaged Students	102	735	731	9%	24%	44%	22%	2%	24%	23%

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PARCC MATH - Performance Distribution - Grade - 06

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Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	111	731	743	10%	29%	39%	22%	1%	23%	42%
White	-	-	749	-	-	-	-	-	-	50%
African American	11	728	726	0%	45%	36%	18%	0%	18%	19%
Hispanic	80	729	731	11%	31%	36%	20%	1%	21%	25%
American Indian	-	-	740	-	-	-	-	-	-	35%
Asian	14	745	768	0%	14%	50%	36%	0%	36%	75%
Two or More Races	-	-	745	-	-	-	-	-	-	44%
Students with Disability	-	-	718	-	-	-	-	-	-	15%
English Language Learners	11	711	718	36%	27%	18%	18%	0%	18%	14%
Economically Disadvantaged Students	97	730	729	8%	31%	41%	19%	1%	20%	23%

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PARCC MATH - Performance Distribution - Grade - 07

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	95	738	740	5%	21%	38%	34%	2%	36%	38%
White	18	736	745	11%	17%	44%	28%	0%	28%	46%
African American	-	-	725	-	-	-	-	-	-	17%
Hispanic	59	738	730	5%	22%	32%	37%	3%	41%	23%
American Indian	-	-	734	-	-	-	-	-	-	32%
Asian	-	-	760	-	-	-	-	-	-	68%
Two or More Races	-	-	742	-	-	-	-	-	-	43%
Students with Disability	-	-	715	-	-	-	-	-	-	11%
English Language Learners	-	-	717	-	-	-	-	-	-	11%
Economically Disadvantaged Students	75	738	728	4%	21%	43%	29%	3%	32%	21%

PARCC MATH - Performance Distribution - Grade - 08

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	83	734	726	12%	25%	35%	27%	1%	28%	24%
White	-	-	732	-	-	-	-	-	-	29%
African American	-	-	715	-	-	-	-	-	-	14%
Hispanic	64	732	721	14%	27%	34%	25%	0%	25%	19%
American Indian	-	-	722	-	-	-	-	-	-	15%
Asian	-	-	744	-	-	-	-	-	-	46%
Two or More Races	-	-	724	-	-	-	-	-	-	24%
Students with Disability	-	-	705	-	-	-	-	-	-	9%
English Language Learners	-	-	706	-	-	-	-	-	-	10%
Economically Disadvantaged Students	68	733	719	13%	24%	35%	26%	1%	28%	17%

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PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	26	766	740	0%	4%	12%	81%	4%	85%	40%
White	-	-	746	-	-	-	-	-	-	47%
African American	-	-	722	-	-	-	-	-	-	20%
Hispanic	16	769	725	0%	0%	13%	88%	0%	88%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	-	-	710	-	-	-	-	-	-	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	20	768	725	0%	0%	15%	80%	5%	85%	21%

2015 National Assessment Educational Progress (NAEP)

The National Assessment of Educational Progress (NAEP) is the largest national assessment of what our nation's students know and can do. NAEP assesses fourth-, eighth-, and twelfth-grade students in subjects such as reading, mathematics, science, and writing. The reporting of NAEP scores on state report cards is a federal mandate. The results of NAEP are also published as the Nation's Report Card, and are available for the nation, states, and, in some cases, urban districts. The NAEP scores on the report card include grades four and eight 2015 reading and math scores for New Jersey which are the last scores published.

For subgroup outcomes, visit:

Reading Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4read.html>
 Reading Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8read.html>
 Math Grade 4 <http://www.nj.gov/education/pr/1415/naep/naep4math.html>
 Math Grade 8 <http://www.nj.gov/education/pr/1415/naep/naep8math.html>

For more information, visit <http://nces.ed.gov/nationsreportcard/>

Proficiency Percentages

Subject	Grade	State/Nation	Below Basic	Basic	Proficient	Advanced
Reading	Grade 4	State (NJ)	25	33	31	12
	Grade 4	Nation	31	33	27	9
	Grade 8	State (NJ)	20	39	35	6
	Grade 8	Nation	24	42	31	4
Math	Grade 4	State (NJ)	14	39	38	9
	Grade 4	Nation	18	42	33	7
	Grade 8	State (NJ)	21	32	30	16
	Grade 8	Nation	29	38	25	8

ACADEMIC ACHIEVEMENT

HUDSON
JERSEY CITY

GRADE SPAN PK-08

17-2390-240
ALFRED ZAMPELLA SCHOOL
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NJASK Results - Science Grade Level - 04

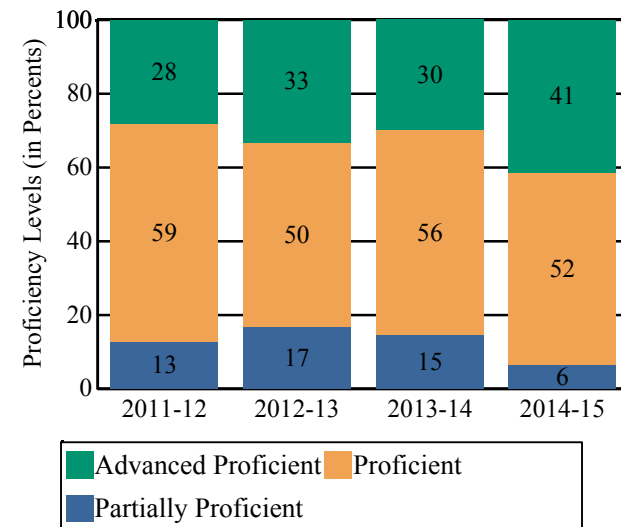
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	41%	52%	6%
White	-	-	-
African American	46%	38%	15%
Hispanic	35%	59%	6%
American Indian	-	-	-
Asian	68%	32%	0%
Two or More Races	-	-	-
Students with Disability	6%	59%	35%
English Language Learners	-	-	-
Economically Disadvantaged Students	41%	53%	6%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 04

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



ACADEMIC ACHIEVEMENT

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NJASK Results - Science Grade Level - 08

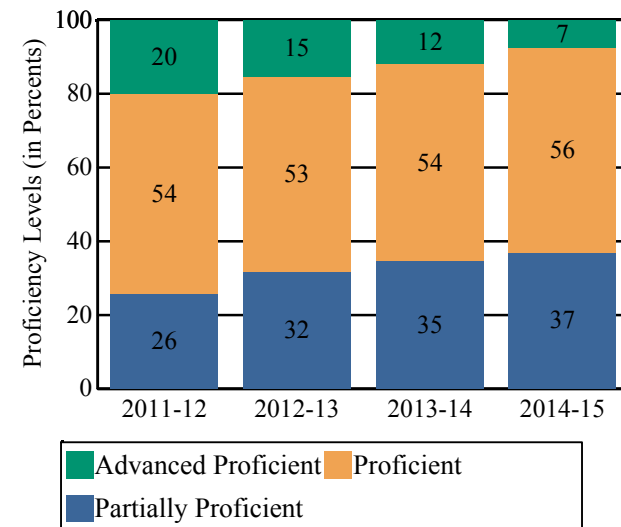
This table presents the grade level proficiency results, as measured by NJASK, in Advanced Proficient, Proficient, and Partially Proficient categories for all appropriate subgroups.

Subgroups	Advanced Proficient	Proficient	Partially Proficient
Schoolwide	7%	56%	37%
White	-	-	-
African American	24%	47%	29%
Hispanic	4%	56%	40%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	0%	39%	61%
English Language Learners	0%	53%	47%
Economically Disadvantaged Students	8%	54%	38%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

NJASK Proficiency Trends - Science - Grade Level - 08

This graph presents the grade level outcomes in the categories of Advanced Proficient, Proficient, and Partially Proficient over the last four years.



Students in both elementary and middle schools begin to demonstrate college readiness behaviors long before they even enter high school. Among the behaviors that research has shown to be indicative of successfully graduating high school is regularly attending school. For all elementary and middle schools, this includes the percentage of students that are chronically absent each year, defined as missing more than 10% of possible school days. Also presented is the percentage of students participating in Visual and Performing Arts coursework and Algebra I course outcomes.

Algebra I Course Enrollment

This table presents the count of students in this school who were reported in the Algebra I course code in NJSMART and the count of students who took the Algebra I test of PARCC.

Algebra I Enrollment Count	Algebra I PARCC Test Count
0	26

Algebra I Test Taking

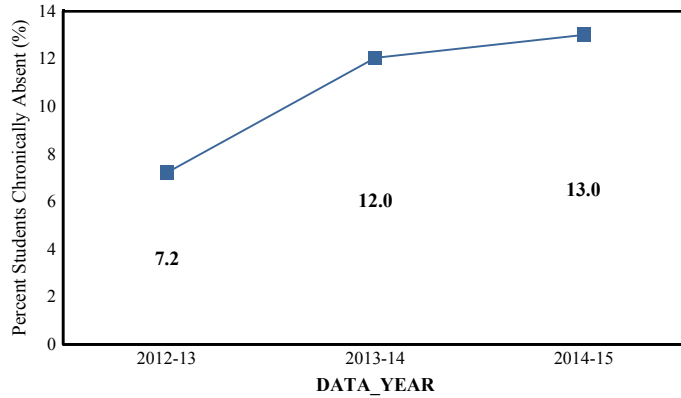
This table presents the percentage of students, as reported in NJSMART, who earned a C or higher in their Algebra I course and the percentage of students who met or exceeded expectation on the Algebra I test of PARCC.

Algebra I Percent C or Better	Algebra I PARCC Percent Met or Exceeded Expectation
0.0%	84.6%

- Data Suppressed to protect the confidentiality of students

Chronic Absenteeism Trend

This graph presents the percentage of the enrolled students who were chronically absent for the past three years.

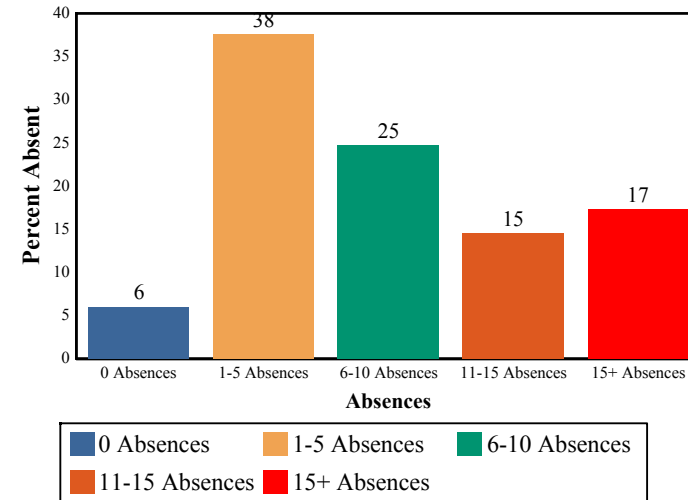


Chronic Absenteeism for 2014-15

13.02%

Absenteeism

The chart below presents the percentage of students who were absent in each category of absence: 0 absences, 1 - 5 absences, 6 - 10 absences, 11 - 15 absences, and more than 15 absences. An absence is defined as being 'not present' and includes the days missed regardless of whether they were determined to be excused or unexcused by the school.



Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	N/R	1.6%
Drama/Theater	N/R	3.9%
Music	N/R	66.0%
Visual Arts	9.5%	71.1%
Total: All Visual and Performing Arts	9.5%	89.8%

N/R - Data Not Reported

STUDENT GROWTH

HUDSON

JERSEY CITY

GRADE SPAN PK-08

ALFRED ZAMPELLA SCHOOL

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This section of the performance report presents data about student growth, utilizing the Student Growth Percentile Methodology (SGP). SGP creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history. A short video explaining the methodology can be found here: <http://www.state.nj.us/education/njsmart/performance/>

The below chart consist of five columns with measures. The first column - Schoolwide Performance - presents the schoolwide median growth score in either English Language Arts/Literacy or Mathematics for all students in the school. The second column - Peer Percentile - indicates how the school's growth performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how a school compares to schools across the state. The last column - Met Target? - indicates whether the school's performance met or exceeded the statewide target, which was set to 35.

The fourth row presents the averages of the peer school percentiles, the averages of statewide percentiles, the percentage of statewide targets met.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	53	68	61	35	YES
Student Growth on Math	46	55	43	35	YES
		62	52		100%

Student Growth

This table presents for all students with growth scores the interaction between their performance on PARCC and their growth scores. For example, in the top left cell the percentage of students who are both in Level 1 - Did not yet meet expectations AND also demonstrating low growth is displayed.

Language Arts

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	6%	1%	0%
Partially Met	8%	5%	4%
Approached	11%	13%	9%
Met	4%	12%	20%
Exceeded	0%	1%	6%

Math

(Expectations)	GROWTH		
	Low	Typical	High
Did Not Yet Meet	7%	1%	0%
Partially Met	14%	7%	4%
Approached	11%	13%	12%
Met	4%	9%	16%
Exceeded	0%	0%	2%

Low Growth is defined as an Student Growth Percentile score less than 35.

Typical Growth is defined as an Student Growth Percentile score between 35 and 65.

High Growth is defined as a Student Growth Percentile score higher than 65.

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

GRADE SPAN PK-08

This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap larger than the state gap indicates that the school's range of student outcomes is broader than the state's.

Grade Level - 03

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	766	770
50th	736	743
25th	711	715
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	55	55

Grade Level - 03

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	823	850
75th	763	767
50th	743	745
25th	723	722
0th	652	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	45

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

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Grade Level - 04

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	826	850
75th	775	773
50th	753	750
25th	727	728
0th	676	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	48	45

Grade Level - 05

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	807	850
75th	763	773
50th	740	751
25th	727	728
0th	680	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	45

Grade Level - 04

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	817	850
75th	763	764
50th	741	742
25th	720	721
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	43	43

Grade Level - 05

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	801	850
75th	755	763
50th	736	743
25th	717	723
0th	667	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	40

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

GRADE SPAN PK-08

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Grade Level - 06

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	814	850
75th	758	770
50th	738	749
25th	724	726
0th	659	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	34	44

Grade Level - 07

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	795	850
75th	758	776
50th	742	751
25th	722	724
0th	665	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	52

Grade Level - 06

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	778	850
75th	748	763
50th	733	742
25th	712	721
0th	658	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	42

Grade Level - 07

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	786	850
75th	756	759
50th	740	740
25th	720	720
0th	675	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	36	39

WITHIN SCHOOL ACHIEVEMENT GAP

HUDSON
JERSEY CITY

Grade Level - 08

PARCC Language Arts 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	816	850
75th	768	777
50th	745	751
25th	716	723
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	52	54

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Grade Level - 08

PARCC MATH 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	796	850
75th	754	748
50th	728	726
25th	714	704
0th	661	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	40	44

SCHOOL CLIMATE

HUDSON

JERSEY CITY

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 15 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	3.9%

State of New Jersey

2014-15

GRADE SPAN PK-08

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Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 30 Mins.
Shared Time	0 Hrs. 0 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	13
Administrators	561

SCHOOL PEER GROUP

**HUDSON
JERSEY CITY**

GRADE SPAN PK-08

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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNERS</u>	<u>SPECIAL EDUCATION</u>
ATLANTIC	ATLANTIC CITY	PENNSYLVANIA AVE SCHOOL	01-0110-100	PK-08	83.1%	13.9%	11.5%
CAMDEN	CAMDEN CITY	THOMAS H. DUDLEY FAMILY SCHOOL	07-0680-190	PK-08	87.2%	32.7%	14.8%
CAMDEN	LINDENWOLD BORO	LINDENWOLD MIDDLE SCHOOL	07-2670-090	05-08	79.5%	7.4%	13.3%
CHARTERS	GREAT OAKS CHARTER SCHOOL	GREAT OAKS CHARTER SCHOOL	80-6053-917	06-10	81%	2.3%	8.5%
CHARTERS	QUEEN CITY ACADEMY CS	THE QUEEN CITY ACADEMY CHARTER SCHOOL	80-7600-960	KG-08	82.7%	17.7%	9.3%
CUMBERLANI	FAIRFIELD TWP	FAIRFIELD TOWNSHIP SCHOOL	11-1460-070	PK-08	78.2%	3%	12.1%
CUMBERLANI	VINELAND CITY	THOMAS W. WALLACE JR. MIDDLE SCHOOL	11-5390-280	06-08	75.9%	2.9%	22.5%
CUMBERLANI	VINELAND CITY	VETERANS MEMORIAL MIDDLE	11-5390-060	06-08	77.2%	3.2%	25%
ESSEX	EAST ORANGE	WHITNEY E. HOUSTON ACADEMY	13-1210-090	PK-08	77.5%	0.5%	14%
ESSEX	NEWARK CITY	CHANCELLOR AVENUE SCHOOL	13-3570-330	KG-08	76.8%	0.6%	23.2%
ESSEX	NEWARK CITY	FIRST AVENUE SCHOOL	13-3570-410	PK-08	82%	9.9%	7.8%
ESSEX	NEWARK CITY	GEORGE WASHINGTON CARVER ELEMENTARY SCHOOL	13-3570-435	KG-08	78.5%	0%	16.5%
ESSEX	NEWARK CITY	LINCOLN	13-3570-490	KG-08	79.7%	0%	9%
HUDSON	EAST NEWARK BORO	EAST NEWARK PUBLIC SCHOOL	17-1200-050	PK-08	83.8%	14.7%	10%
HUDSON	JERSEY CITY	ALFRED ZAMPELLA SCHOOL	17-2390-240	PK-08	80.9%	5.7%	8.8%
HUDSON	JERSEY CITY	JOSEPH H. BRENSINGER SCHOOL	17-2390-360	PK-08	85.5%	26.9%	8.6%
HUDSON	JERSEY CITY	MIDDLE SCHOOL # 4	17-2390-105	06-08	78%	0%	13.5%
HUDSON	NORTH BERGEN TWP	MCKINLEY ELEMENTARY SCHOOL	17-3610-100	KG-08	77.6%	1.5%	14.7%
HUDSON	WEST NEW YORK TOWN	WEST NEW YORK MIDDLE SCHOOL	17-5670-110	07-08	80.7%	11.6%	13.2%
MONMOUTH	KEANSBURG BORO	JOSEPH R. BOLGER MIDDLE SCHOOL	25-2400-030	05-08	76.1%	1.5%	24.9%
MORRIS	DOVER TOWN	DOVER MIDDLE SCHOOL	27-1110-065	07-08	80.3%	4.8%	12.8%
PASSAIC	PATERSON CITY	SCHOOL 10	31-4010-140	PK-08	82.6%	11.2%	10.3%
PASSAIC	PATERSON CITY	SCHOOL 25	31-4010-280	KG-08	84.2%	17.5%	10.3%

SCHOOL PEER GROUP

HUDSON

JERSEY CITY

GRADE SPAN PK-08

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PASSAIC	PATERSON CITY	SCHOOL 28	31-4010-310	PK-08	80.2%	5.7%	6.9%
UNION	ELIZABETH CITY	DR. ALBERT EINSTEIN ACADEMY SCHOOL NO. 29	39-1320-295	PK-08	79.7%	10.6%	11.8%
UNION	ELIZABETH CITY	DR. ORLANDO EDREIRA ACADEMY SCHOOL NO. 26	39-1320-290	PK-08	81.7%	12%	5.7%
UNION	ELIZABETH CITY	IPREP ACADEMY SCHOOL NO 8	39-1320-301	KG-08	83%	12.3%	8.6%
UNION	ELIZABETH CITY	JUAN PABLO DUARTE - JOSE JULIAN MARTI #28	39-1320-315	PK-08	86.3%	27.4%	9.5%
UNION	ELIZABETH CITY	MABEL G. HOMES SCHOOL NO. 5	39-1320-300	PK-08	81.8%	11.1%	11.8%
UNION	ELIZABETH CITY	RONALD REAGAN ACADEMY SCHOOL NO. 30	39-1320-305	PK-08	83.2%	15.4%	12.9%
UNION	PLAINFIELD CITY	MAXSON MIDDLE SCHOOL	39-4160-070	06-08	79.5%	14.1%	19.8%